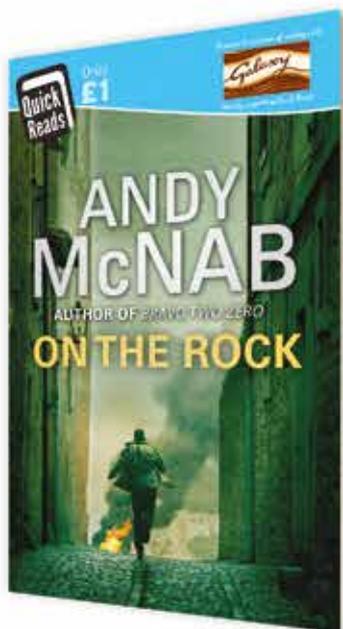




On the Rock by Andy McNab



About the book

This is the call he is always ready for. They've had word of a planned attack. That's why he's back here, opposite some suit who's trying to tell him what he needs to do. But he knows exactly what's required. Four men. Plain clothes. Eyes peeled. Three targets. Two cases. One car. Gibraltar isn't an ideal location. Too many people. Too many blind alleys. But then again, he's not the terrorist. Who knows what goes through their minds? Well, he will soon. If everything goes to plan.

About the author

As a troubled teenager, Andy McNab kicked against society. As a young soldier he waged war against the IRA in the streets and fields of Northern Ireland. As a member of 22 SAS he was at the centre of secret operations for nine years - on five continents. During the Gulf War he commanded Bravo Two Zero, a patrol that, in the words of his commanding officer, 'will remain in regimental history for ever'. Awarded both the Distinguished Conduct Medal (DCM) and Military Medal (MM) during his military career, McNab was the British Army's most highly decorated serving soldier when he finally left the SAS.

Visit Andy's website www.andymcnab.co.uk

Follow him on Twitter @the_real_mcnab



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If you are a teacher, librarian or practitioner using Quick Reads, read our 'notes for practitioners' section.

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Here is a range of activities to try as you read the book. See the key at the bottom of the page to explain the symbols we've used.

Before reading



- Look at the cover of the book, read the title, and read the *blurb* on the back of the book. What do you think this book will be about? Why do you think so?
- How could you describe the purpose of a *blurb*?
- Is this the kind of book you would usually want to read? Why or why not?
- What *genre* (or type) of book do you think this is? A romance? A detective book? Something else?



- Think about another book that you have read, or a TV programme or film you have seen. Write a blurb for it. You could use the blurb from *On the Rock* as a model.

Chapter 1



- Where is the *narrator* and why?



- Reread this chapter, noting down clues about the narrator. What do we learn about this person? Copy down any words that give us any ideas.
- Is this someone you would like to meet? Why or why not?

Chapters 2 and 3



- Add to your notes about our narrator. If you can, compare your notes and ideas with someone else.



- Why is the narrator there?

KEY

- Who is Simmons?
- What is going to happen next?



- What does chapter 3 tell us about Gibraltar? Find the paragraph that tells us about Gibraltar and underline, highlight or copy out the most important facts.
- Do you know anything else about Gibraltar?
Find Gibraltar on a map or globe (the internet or a library may be able to help).
Use the internet or a local library to see what else you can find out about Gibraltar. Take notes and use these notes to write a short report about Gibraltar. If you can, find or draw a picture of Gibraltar and add this to your report.
- Share your report with someone else. Get some feedback. Is there anything you could add?

Chapters 4-7



- In your own words, describe what is happening and why.
- What do we know about 'the Keens'. Who are they and what are they doing?



- When the narrator says 'we,' who does he mean?
- Choose one member of this team. Write a 'file' on this person. Write down everything you know or can guess.
- Share your notes with someone else. Is there anything you could add?



- Draw a map of the area where all the action is happening. Show where the different members of the team are at various points in these chapters. Show where the Keens are.



- In these chapters we find some words that are often used in a military context, for example 'Roger that'.
Find some more examples, write them down, and talk or think about what these mean.

KEY

Chapters 8, 9 and 10



- Describe what happened in these chapters, in the order it happened.
- Draw a timeline of the events.
- What have the team done? Do you think this was the right thing to do? Are they heroes, or murderers? What would you have done in their place?



- Write about the events of these chapters but from Mrs Keen's point of view.

Chapter 11



- Look back at your 'file' on a member of the team. Is there any other information you can add?
- What *adjectives* could you use to describe this person or the rest of the team?



- What is the narrator doing at the end of this chapter and why?
- What do you think will happen next?

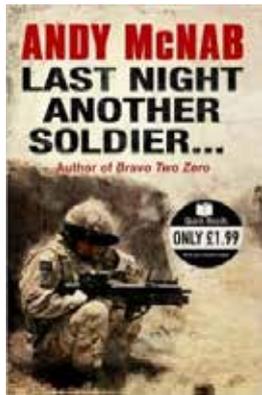
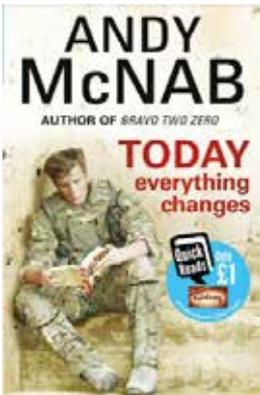
KEY

After reading the book...

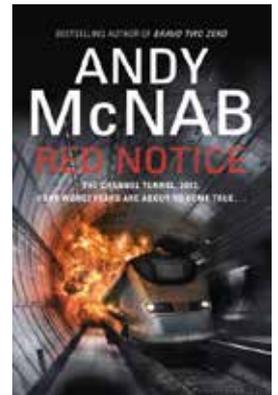
These are some questions to think about individually or as a group

- What is the difference between a terrorist and a freedom fighter?
- Read Andy McNab's chapter in the Quick Reads 2016 story collection *The Anniversary*. How is it similar? And different?
- Write a short review of this book and post it online or ask your library or a local bookshop if they have a 'reviews' noticeboard.

If you liked this, you might enjoy these other Quick Reads...



If you enjoyed this Quick Read you can read an extract from *Red Notice*, the first story with Tom Buckingham in the back of the book.



Continuing your reading journey

As well as Quick Reads, The Reading Agency runs lots of programmes to help keep you reading.

Reading Ahead invites you to pick six reads and record your reading in a diary in order to get a certificate. If you're thinking about improving your reading or would like to read more, then this is for you. Find out more at www.readingahead.org.uk

World Book Night is an annual celebration of reading and books on 23 April, which sees passionate volunteers give out books in their communities to share their love of reading. Find out more at worldbooknight.org

Reading together with a child will help them to develop a lifelong love of reading. Our **Chatterbooks** children's reading groups and **Summer Reading Challenge** inspire children to read more and share the books they love. Find out more at www.readingagency.org.uk/children

KEY

Notes for practitioners

These resources have been designed for those reading Quick Reads independently, as well as for those using Quick Reads in a group.

As practitioners, you could therefore refer your students to these resources as independent study material, or use them with groups in the classroom. We have included activities focussed on discussion and reflection, close reading, writing, ICT, maths and other ways to explore a topic or theme.

Quick Reads have been created specifically for adults who are less confident in their reading, who may not see themselves as readers or who may feel that it has been a long time since they have read. They will also appeal to younger people who feel daunted by reading their first book. Quick Reads, and these materials, aim to develop lifelong reading habits.

In the terms of the English Adult Literacy Core Curriculum levels, Quick Reads are often seen as suitable for those at Entry 3, Level 1 or Level 2. Adult literacy or functional skills English learners below Entry 3 are likely to find them too challenging (as may some Entry 3 learners), but everyone is different, so it is always worth having a look.

ESOL learners - those learning or developing their English as an additional language - often find Quick Reads a helpful introduction to reading books in English and a useful way to develop vocabulary and awareness of language structures. Quick Reads are frequently used by ESOL teachers teaching at Entry 3 or above. What works with individual learners will depend on the learners and the particular books.

Quick Reads could potentially be used with a range of groups and levels, depending of course on how you use them. It is worth remembering that Quick Reads are authentic texts - real books written by real authors - and so can be particularly motivating for adult learners. However, the needs, strengths and interests between and within groups vary (whether your group is a Functional Skills English class, an adult literacy class, a GCSE class or an ESOL class) and so at times you may want to adjust the language, as well as adapt and play around with the ideas. You may find that you prefer some activities to others and that you will want to rework them for your particular group(s) and context(s).

We hope that if you do use these with your students, you try things out that you haven't tried before, and let us - and your colleagues - know what worked well and not so well.

Email us at quickreads@readingagency.org.uk

To find out more about **Quick Reads**, visit www.readingagency.org.uk/quickreads

Resources compiled by Sam Duncan, Senior Lecturer in Adult Education and Literacies, Department of Education, Practice and Society, UCL Institute of Education

